DOCUMENT RESUME

ED 105 386 CS 001 709

TITLE	Alabama Right to Read Program Staff Development Training Workshop, Phase II 1974-75, July 8-August 9, 1974, Haley Center, Auburn University.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
PUB DATE	74
NOTE	21p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Inservice Teacher Education; *Institutes (Training Programs); Instructional Materials; Leadership Training; Program Development; Reading Instruction; *Reading Programs; *Staff Improvement; Staff Role; *Teacher Workshops
IDENTIFIERS	Alabama; *Right to Read

ABSTRACT

This booklet outlines the details of a training workshop to provide Right to Read directors with the knowledge and skills necessary to develop comprehensive reading programs for their districts. In the first section, 26 criteria for the development of successful reading programs are listed under the three categories of organization and administration, instruction, and facilities and materials. The second section contains a fold-out chart which diagrams an overview of the workshop and an outline of the objectives of workshop activities. The last section consists of a schedule of the workshop, based on the 26 criteria. This schedule provides information on topics to be covered, the date and time of the topic, and the consultant conducting the presentation. Lists of members of the liaison committee at Auburn University and of the workshop staff are included. (JM)

ED105386

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ALABAMA RIGHT TO READ PROGRAM

STAFF DEVELOPMENT TRAINING WORKSHOP

PHASE II 1974-75
JULY 8-AUGUST 9, 1974

HALEY CENTER, AUBURN UNIVERSITY

CS 001 709

ALABAMA RIGHT TO READ PROGRAM

Criteria for Success and the Staff Development Training Workshop

This Training Workshop will provide the knowledge and skills necessary for Right to Read Directors to develop comprehensive reading programs for their districts. The workshop has been prepared from a series of 26 criteria developed by key reading groups within the state. These criteria have been suggested as being essential for any effective/successful reading program at the district level. These criteria are listed below:

CRITERIA FOR THE DEVELOPMENT OF SUCCESSFUL READING PROGRAMS

1. ORGANIZATION AND ADMINISTRATION

A. Program

1. Each local education agency teacher of reading uses a scope and sequence of learnings designed to insure the acquisition of reading skills.

2. There is coordination and articulation between all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum.

3. A continuous record-keeping system of reading progress is maintained for each individual student.

4. The local education agency works cooperatively with existing pre-school components to coordinate and articulate reading programs.

5. The local education agency has an adult basic education reading component.

6. The local education agency has a continuous educational program which includes provision for summer instruction in reading.

7. The board of education of the local education agency has an incentive program for teacher staff development in reading.

8. Each school in the local education agency has a media center which is operated on an open basis and is readily accessible to students and teachers.

9. The local education agency has a complete testing system which includes the use of criterion-referenced measures.

I. ORGANIZATION AND ADMINISTRATION (Continued)

B. Staff

1. The local education agency varies the student/teacher ratios as necessary to meet the objectives of the reading instructional program.

2. The local education agency has a continuous staff development program in reading for all teachers, administrators and supportive personnel.

3. The local education agency provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.

4. The local education agency has trained volunteer helpers in reading instruction.

5. Each school in the local education agency has a media center which is staffed by professional and supportive personnel.

6. The local education agency has a director of all reading activities who has the authority, responsibility and time granted by the superintendent and board of education to organize, implement and coordinate a comprehensive reading program.

C. Community Relations

1. Each local education agency has a reporting system that fully, accurately, and specifically communicates a student's progress in reading to parents.

2. The local education agency introduces, explains and periodically reports the reading program to the school community.

3. The local education agency shows willingness to share instructional methods and materials which have proved effective in reading programs.

II. INSTRUCTION

1. Teachers of reading at the junior and senior high school levels have a demonstrated knowledge of development reading as it relates to the reading curriculum of the local education agency.

2. Provisions are made for teaching every student at his own instructional level and learning rate.

3. The teaching-learning environment is conducive to the development of positive attitudes toward reading.

4. Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.

III. FACILITIES AND MATERIALS

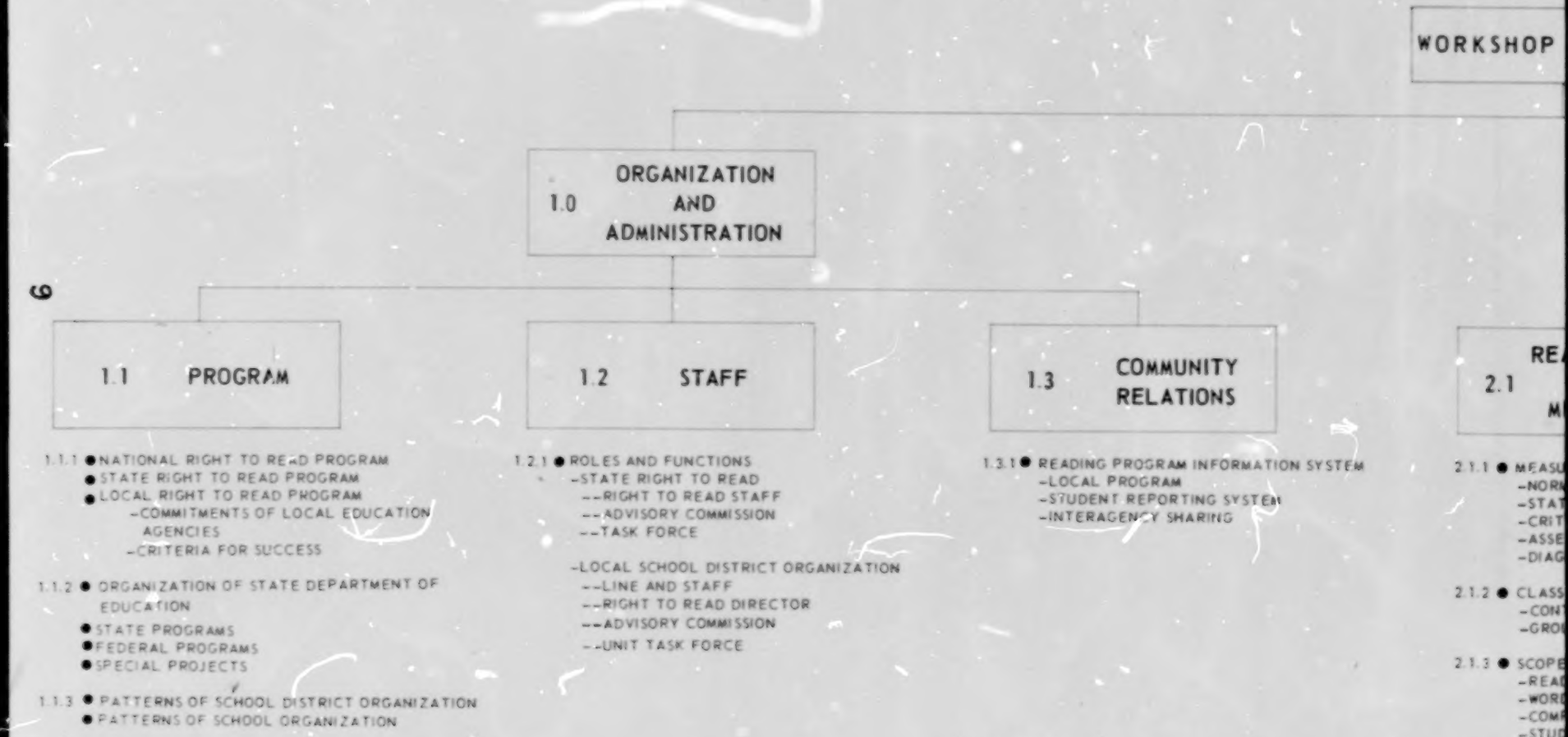
1. Appropriate supplementary reading materials to support the basic reading curriculum are provided and utilized.

2. Materials are utilized which recognize different races, cultures and sexes.

3. A wide variety of supportive media on all levels of learning is available and readily accessible.

4. Instructional and practice reading materials are filed in a central location in each school for use by all teachers as needed.

ALABAMA RIG
STAFF DEVELOPMENT



GHT TO READ
TRAINING WORKSHOP

OVERVIEW

2.0 INSTRUCTION

ADING THEORY AND ETHODOLOGY

REMENT AND EVALUATION
-REFERENCED TEST
ISTICAL ANALYSIS
ERION-REFERENCED TESTING
SSMENT OF READING LEVELS
NOSTIC-PRESCRIPTIVE TEACHING

ROOM ORGANIZATION AND MANAGEMENT
TINUOUS PROGRESS ORGANIZATION
PING

AND SEQUENCE
ING READINESS
ATTACK SKILLS
REHENSION SKILLS
Y SKILLS

NT REPORTING SYSTEM
ITIVE AND AFFECTIVE
ORS IN READING
RTING TO PARENTS
NOSIS AND PRESCRIPTION

NG IN CONTENT AREAS

2.2 PROGRAM DEVELOPMENT

2.2.1 ● PLANNING SYSTEM
- -NEEDS ASSESSMENT
- -OBJECTIVE DEVELOPMENT
- -PROGRAM DESIGN
- -EVALUATION
- -DISSEMINATION
- -PROGRAM PLANNING AND MONITORING SYSTEM

2.2.2 ● CRITERIA FOR SUCCESS
- -SEARCH OF LITERATURE
- -DELPHI STUDY

2.2.3 ● PLANNING AND COORDINATION OF PROGRAMS
- -BASIC READING PROGRAM
- -SUMMER READING PROGRAM
- -FEDERAL READING PROGRAMS
- -ADULT BASIC EDUCATION PROGRAM
- -PRE-SCHOOL PROGRAMS
- -VOLUNTEER PROGRAM
- -PUBLIC LIBRARIES

2.2.4 ● MEDIA CENTERS
- -SUPPORTIVE MEDIA

2.2.5 ● INSTRUCTIONAL MATERIALS
- -READING MATERIALS FILE

2.3 CHANGE AGENT

2.3.1 ● STRATEGIES
- -GROUPS
- -INCENTIVE PROGRAM

2.3.2 ● COMMUNICATION SKILLS
- -INTERPERSONAL RELATIONS
- -GROUP DYNAMICS

2.3.3 ● CLASSROOM CLIMATE

2.4 COMMERCIAL MATERIALS

2.4.1 ● CRITERIA FOR IDENTIFYING AND SELECTING COMMERCIAL MATERIALS

● COMMERCIAL PRESENTATION

● CRITERIA APPLICATION

ALABAMA RIGHT TO READ PROGRAM

OBJECTIVES OF STAFF DEVELOPMENT
TRAINING WORKSHOP

In addition to the content areas indicated, there is a concern that workshop participants demonstrate their knowledge and skills through a series of carefully planned activities. Objectives indicating the results of seminar participants' activities are listed below. While it is not possible to list all the objectives or the results expected, the participants should be able to see how selected topics have been considered to provide the best means of developing a comprehensive reading program for the local district.

1.0 ORGANIZATION AND ADMINISTRATION

1.1 Program

1.1.1 The Right to Read Director will understand the philosophy and structure of the national, state, and local Right to Read programs, along with the commitments made as a basis for the development of Right to Read programs.

1.1.2 The Right to Read Director will understand the organizational structure of the Alabama State Department of Education and its programs, services and resources that are available to support the Right to Read effort.

1.1.3 The Right to Read Director will understand how the various patterns of school district and local school organization affect the coordination and articulation of a Right to Read program.

1.2 Staff

1.2.1 The Right to Read Director will understand the organizational relationships for key personnel and groups at the state and local level required to implement Right to Read programs.

1.2.1 The Right to Read Director will develop an outline of a procedure for orienting the local school district personnel and groups to their respective roles in the reading program.

1.3 Community Relations

1.3.1 The Right to Read Director will develop a reading program information system using data from the Right to Read program efforts, the student reporting system, and from interagency and system sharing that will be used to disseminate to the public.

2.0 INSTRUCTION

2.1 Reading Theory and Methodology

2.1.1 The Right to Read Director will demonstrate the ability to coordinate measurement and evaluation data generated in each classroom with the school system reading program. In order to accomplish this objective, the director should understand:

- norm-referenced testing
- statistical analysis
- criterion-referenced testing
- assessment of reading level
- diagnostic-prescriptive teaching

2.1.2 The Right to Read Director will demonstrate an understanding of continuous progress organization and grouping for reading instruction in order to assist a teacher or school faculty to select the most appropriate organization for reading instruction.

2.1.3 The Right to Read Director will demonstrate the ability to design a scope and sequence of reading skills for the local school district which will include readiness factors, word attack skills, comprehension skills, and study skills.

2.1.4 The Right to Read Director will demonstrate the ability to develop a student reporting system which will fulfill the following conditions:

- account for both cognitive and affective changes in behavior
- report reading progress to both students and parents through the development of a functional reading record-keeping system for individual students
- include diagnosis of reading abilities and disabilities

2.1.5 The Right to Read Director will demonstrate the ability to design and implement a program of reading instruction in the content areas within the school district scope and sequence of reading skills.

2.2 Program Development

2.2.1 The Right to Read Director will develop a comprehensive reading program for the local school district based on the instructional concepts which are essential to effective organizational planning. Participants will be able to use information in the organization and administration of reading to assist them in the program development. Specifically, each participant will develop a comprehensive reading program that:

1. Includes procedures and skills to conduct a needs assessment, develop performance program objectives, design a program which includes projecting activities and indicating required resources, conduct evaluation, and carry out dissemination.

2. Includes using the research on each of the Criteria for Success to justify the emphasis or use of components of local Right to Read programs.

As a result of the training in program development, each Right to Read Director will return to the local district with an operational comprehensive plan which facilitates the development of the Right to Read program. The products of the session will be:

1. A structural overview of every major program component the Right to Read Director will implement.

2. An activity network that will indicate when the activities of the program will be carried out.

3. A dissemination plan that specifies the precise use of project and district resources and efforts.

4. A system which will permit the roles of all key groups and individuals to be specified in advance of program implementation.

5. A design that permits internal evaluation of the program.

The above products comprise the comprehensive plan which the Right to Read Directors will take back to their local school districts.

2.2.2 The Right to Read Director will demonstrate an understanding of the development of the Criteria for the Development of Successful Reading Programs and their validation through the Delphi Survey and the search of the literature.

2.2 Program Development (Continued)

2.2.3 The Right to Read Director will outline a year round program of reading instruction, which includes summer reading instruction, commensurate with the resources and facilities of the local school district and community agencies.

The Right to Read Director will demonstrate an understanding of all federally funded reading programs in the local school district and how the Right to Read program can provide coordination and articulation in the development of a unified and comprehensive program of reading instruction.

The Right to Read Director will demonstrate an understanding of the content and practice of Adult Basic Education Programs in order to provide assistance with the Adult Basic Education activities in the local school district.

The Right to Read Director will demonstrate an understanding of the content and practices of pre-school reading programs such as private kindergartens within the local school district's boundaries.

The Right to Read Director will design training program materials and demonstrate an understanding of their use in developing a volunteer program to assist in the local school district's reading program.

The Right to Read Director will demonstrate an understanding of the content and practices of library programs other than the school libraries and how they can be effectively utilized in developing a comprehensive Right to Read Program in the local school district.

2.2.4 The Right to Read Director will demonstrate the knowledge of how to organize a media (resource) center for an elementary and a secondary school which will include a plan for use by students and teachers.

The Right to Read Director will demonstrate an understanding of the appropriate reading materials and supportive media which should be found in a properly equipped media (resource) center.

2.2.5 The Right to Read Director will demonstrate an understanding of how to develop instructional materials for use in the local school district's reading instructional program.

The Right to Read Director will demonstrate the ability to develop a centrally located filing system (repository) for instructional and practice reading materials.

2.3 Change Agent

2.3.1 The Right to Read Director will demonstrate an understanding of change strategies and develop the skills needed to apply these strategies in implementing the reading program with individuals and groups in the local school district.

The Right to Read Director will develop an understanding of various types of incentive programs to encourage participation in the program of local staff development by all administrators, teachers, and support personnel.

2.3.2 The Right to Read Director will demonstrate an understanding of communication skills that teachers must develop to improve reading instruction.

2.3.3 The Right to Read Director will demonstrate an understanding of the techniques for developing the type of affective classroom climate that enhances and supports the teaching of reading.

2.4 Commercial Materials

2.4.1 The Right to Read Director will develop a series of criteria which will make possible the identification and selection of commercial materials for the local reading program. Using the criteria that have been developed, the Director will apply them to a commercial material presentation. From the criteria application, the Director will select those that could be appropriate for the proposed reading program in the local school district.

ALABAMA RIGHT TO READ PROGRAM

Schedule of Content Topics for
Staff Development Training Workshop

Based on the criteria a schedule of the workshop follows which indicates the major topics that will be covered during the 25 days over which it will be conducted. The schedule provides information regarding the topics to be covered, the date and time of the topic and the consultant conducting the presentation.

ALABAMA RIGHT TO READ

PHASE II 1974-75

TRAINING WORKSHOP FOR LOCAL DIRECTORS

Haley Center, Auburn University

July 8 - August 9, 1974

Monday, July 8

	Registration	
	Welcome	Dr. Truman Pierce, Dean School of Education Auburn University
1.1.1	National Right to Read Program	Dr. Edwin E. Cain
1.1.1	State Right to Read Program	Dr. Richard McBride
1.1.1	Local Right to Read Program - Commitments of Local School Districts - Criteria for Success	Mrs. Nelle Hause

Tuesday, July 9 8:00 - 12:00

1.2.1	Roles and Functions - State Right to Read -- Staff -- Advisory Commission -- State Department Task Force	Mrs. Elaine Goodwin
1.2.1	Local School District Organization - Line and Staff - Right to Read Director - Advisory Commission - Unit Task Force	Dr. Richard McBride

Tuesday, July 9 1:00 - 5:00

1.1.3	Patterns of School District Organization	Dr. R. Stafford Clark Auburn University
1.1.3	Patterns of School Organization	

Wednesday, July 10 8:00 - 9:30

2.1.1	Measurement and Evaluation - Norm-Referenced Testing (State Evaluation Model)	Mr. Clifton Nash and Staff

Wednesday, July 10 10:00 - 12:00

2.1.1	Measurement and Evaluation - Statistical Analysis (Item analysis of California Achievement Test)	Mrs. Elaine Goodwin Mrs. Nelle Hause

Wednesday, July 10 1:00 - 5:00

2.1.1	Measurement and Evaluation - Criterion-Referenced Tests	
	Wisconsin Design -	Mrs. Fronia Moore
	Fountain Valley -	Mrs. Maggie Walker
	McGraw-Hill -	Mrs. Marianna Gibson
	SRA -	Mrs. Frances Thompson

Thursday, July 11 - Friday, July 12

2.1.1	Measurement and Evaluation - Assessment of Reading Levels - Diagnostic-Prescriptive Teaching	Dr. Frank Guszak

Monday, July 15

1.1.2	Organization of State Department of Education	State Department of Education Staff
1.1.2	State Programs	
1.1.2	Federal Programs	
1.1.2	Special Projects	

Tuesday, July 16 - Friday, July 19

2.1.3	Scope and Sequence - Reading Readiness - Word Attack Skills - Comprehension Skills - Study Skills	Dr. Hazel Simpson Dr. I. E. Aaron Mr. Jim Bigaj
2.1.2	Classroom Organization and Management - Continuous Progress Organization - Grouping	
2.1.4	Student Reporting System - Cognitive and Affective Factors in Reading - Reporting to Parents - Diagnosis and Prescription	

Monday, July 22 - Tuesday, July 23

2.1.5	Reading in Content Areas	Dr. Gil Shiffman

Wednesday, July 24 - Friday, July 26

2.2.5	Instructional Materials - Reading Materials File	Dr. David Hill

Monday, July 29 8:00 - 12:00

2.2.4	Media Centers - Supportive Media	Dr. Dan Wright Mrs. Carol Anthony

Monday, July 29 1:00 - 5:00

2.4.1	Criteria for Identifying and Selecting Commercial Materials	Dr. Betty Allen

Tuesday, July 30 8:00 - 4:00

2.4.1	Commercial Presentation	Company Representatives

Tuesday, July 30 4:00 - 5:00

2.4.1	Criteria Application	Dr. Betty Allen

Wednesday, July 31 - Thursday, August 1

2.3.1	Change Agent Strategies - Groups - Incentive Program	Dr. Ron Werner
2.3.2	Communication Skills - Interpersonal Relations - Group Dynamics	
2.3.3	Classroom Climate	

Friday, August 2 8:00 - 9:30

2.2.2	Criteria for Success - Delphi Survey - Search of the Literature	Dr. Richard McBride

Friday, August 2 10:00 - 5:00

1.3.1	Reading Program Information System	Sister Mary Johanna Crabtree
	- Local Program	Mrs. Adileen Prescott
	- Student Reporting System	Mrs. Ruth Strong
	- Interagency Sharing	Mrs. Dottie McQueen

Monday, August 5

2.2.3	Planning and Coordination of Programs - Volunteer Program	Mrs. Carol O'Connell

Tuesday, August 6

2.2.3	Planning and Coordination of Programs	
	- Basic Reading Program	Dr. B. D. Whetstone
	- Summer Reading Program	Dr. B. D. Whetstone
	- Federal Reading Programs	Mr. Billy Mellown
	- ABE Program	Mrs. Bobbie Walden
	- Pre-School Programs	Mrs. Louise Higgins
	- Volunteer Program	Mrs. Carol O'Connell
	- Public Libraries	Mrs. Beamguard
	Panel Discussion and Summation	Dr. B. D. Whetstone

Wednesday, August 7 - Friday, August 9

2.2.1	Planning System	Dr. Reynolds Ferrante
	- Needs Assessment	
	- Objective Development	
	- Program Design	
	- Evaluation	
	- Dissemination	
	- Program Planning and Monitoring System	

ALABAMA RIGHT TO READ

LIAISON COMMITTEE
AUBURN UNIVERSITY

Dr. Truman Pierce, Dean
School of Education
Auburn University

Dr. Foster Watkins, Assistant Dean
School of Education
Auburn University

Dr. Ronald Noland, Associate Professor
School of Education
Auburn University

Dr. Terry C. Ley, Assistant Professor
School of Education
Auburn University

STAFF

Dr. Ira Aaron
School of Education
University of Georgia

Dr. Betty Allen
School of Education
Auburn University

Mrs. Carol Anthony
Media Center
Auburn University

Mrs. Elizabeth P. Beamguard
Executive Director
Alabama Public Library Service

Mr. Jim Bigaj
School of Education
University of Georgia

Dr. Ed Cain, Former Chief
State Grants Agency
National Right to Read
U.S. Office of Education

Dr. Stafford Clark
School of Education
Auburn University

Sister Mary Johanna Crabtree, Director
Right to Read, Phase I
Mobile Catholic Schools

Dr. Reynolds Ferrante
Pennsylvania State University

Mrs. Marianne Gibson, Director
Right to Read, Phase II
Bessemer City Schools

Mrs. Elaine Goodwin, Reading Specialist
Right to Read
Alabama State Department of Education

Dr. Frank Guszak
University of Texas

Miss Claudia Hardy, Specialist
Pupil Personnel Section
Alabama State Department of Education

Mrs. Nelle Hause, Assistant Coordinator
Right to Read
Alabama State Department of Education

Mrs. Louise Higgins, Specialist
Early Childhood Education
Alabama State Department of Education

Mr. David Hill
School of Education
University of Mississippi

Mr. Floyd Johnson, Specialist
Pupil Personnel Section
Alabama State Department of Education

Dr. Richard McBride, Coordinator
Right to Read
Alabama State Department of Education

Mrs. Dottie McQueen, Director
Right to Read, Phase I
Barbour County Schools

Mr. Billy Mellown, Coordinator
Federal Programs
Alabama State Department of Education

Mrs. Fronia Moore, Director
Right to Read, Phase I
Cullman City Schools

Mr. Clifford Nash, Coordinator
Pupil Personnel Services
Alabama State Department of Education

Dr. Carol O'Connell, Reading Specialist
Ohio State Department of Education

Mrs. Addieleen Prescott, Director
Right to Read, Phase I
Elba City Schools

Dr. Gil Shiffman, Director
School of Education
John Hopkins University

Dr. Hazel Simpson
Department of Reading
University of Georgia

Mrs. Ruth Strong, Director
Right to Read, Phase I
Birmingham City Schools

Mrs. Frances Thompson, Director
Right to Read, Phase I
Homewood City Schools

Mrs. Robbie Walden, State Supervisor
Right to Read Adult Basic Education

Mrs. Maggie Walker, Director
Right to Read
Montgomery County Schools

Dr. Ron Werner
Regional Director
Minnesota Right to Read

Dr. B. D. Whetstone, Dean
School of Education
Birmingham-Southern College

Mr. Don Whitacre
Ohio State Department of Education

Mr. Dan Wright, Director
Media Center
Auburn University